

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
General Editors: Bev & Dave Hewitt, Karen & Dave Pratte
Curricula review editor: Wayne Walker
7846 St. Joe Rd., Ft. Wayne, IN 46835



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Send e-mail to truth@gospelway.com, reviews to wswalker310@juno.com
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HOMESCHOOLING HAS COME A LONG WAY

by Phyllis Schlafly, June 5, 2002

My psychological batteries were just recharged by attending a remarkable convention of Florida homeschoolers in Orlando. The 10,000 conventioners who overflowed the Gaylord Palms Resort should have been serenaded with "You've come a long way, baby."

The Florida Parent-Educators Association has grown from a handful of parents 15 years ago to a three-day convention with 100 workshops, 131 booths selling curricula and software, high school graduation ceremonies, and a college scholarship to Harvard. Homeschooling has become big business.

The Florida Department of Education reports that the number of Florida children registered in home-education programs has grown from 5,313 in 1990-91 to 41,128 in 2000-01. The number is probably even higher because not everyone registers.

Parents who have been homeschooling since the early 1980s can remember less happy times when they felt it advisable to conceal what they were doing. In 1984, five Florida homeschooling families were prosecuted for truancy and one family temporarily lost custody of its children.

Homeschooling parents often had to suffer the disdain of neighbors, ignorant accusations of child abuse, and the hostility of the teachers union. The Florida State Legislature got the message in 1985 and legalized homeschooling.

It takes uncommon commitment by parents to undertake a homeschool regimen, but they soon discover they can do in a couple of hours what takes all day at regular school. Homeschooling parents can save lots of time since there are so many courses they don't have to teach.

They don't have to teach multiculturalism, the peculiar notion that other cultures should be preferred to our own, or teach a course in Islam, such as is now taught in California schools. Homeschooling parents are free to teach that their religion and their country are the best.

Homeschooling parents do not have to teach political correctness, such as the dogma that all academic subjects must be taught through the prism of gender and race oppression. They are free to teach that America is not a land of victims but a country of freedom and opportunity for all.

Homeschooling parents do not have to teach the androgyny demanded by radical feminism. They are free to teach boys and girls separately and differently and let their boys enjoy plenty of recess to work off their excess energy and avoid giving them Ritalin to make them behave like girls.

Homeschoolers do not have to take a course every year in Diversity, the code word for gay rights, as is now mandated K-12 by the California State Legislature. Parent educators are free to teach that it is OK to be judgmental about illegal and immoral acts.

Homeschooling parents don't have to teach revisionist history that deletes mention of Washington, Jefferson and Franklin, as the New Jersey State Department of Education tried to do, but had to back down after a parental uproar. Homeschoolers have academic freedom to study the Founding Fathers and

read the writings of the DWEMs (Dead White European Males) who contributed so much to Western Civilization.

Homeschoolers do not have to study global education that is designed to promote global interdependence and citizens of the world instead of the U.S.A. Homeschooling parents do not have to teach Environmental Education fantasies such as that humans exist to serve the earth instead of vice versa.

Homeschoolers don't have to study fuzzy math, whole math, new math, new new math, or rainforest math. They won't waste math time discussing, coloring, playing games, or telling their parents how good they feel about incorrect answers.

Homeschooled children will learn to read using authentic phonics as their first order of business, so they won't have to take remedial reading after three years of failure. They won't be inflicted with Whole Language, which fraudulently teaches children to guess at words from the pictures, skip over difficult words, and substitute any words that seem to fit the context.

Homeschoolers will save lots of time because they don't have to read typical middle school assignments of depressing modern fiction by "nobody" authors writing about drugs, violence, sex, runaway teens, witchcraft, and other depressing subjects. Homeschoolers can read books about heroes and stories that build character, courage, patriotism, and virtue.

Homeschoolers won't have to spend time filling out nosy questionnaires about sex, drugs and suicide. The public schools are obsessed with asking students impudent personal questions such as how many times have you felt depressed and tried to commit suicide.

There are many more worthless courses taught in public schools on which homeschoolers will not spend their precious time, such as courses in murder (forensics is the latest fad), suicide, death and dying, evolution, and self-esteem. Homeschooled students won't have any problem with self-esteem because their self-esteem will be earned by achievement in mastering the important truths of history, literature, math and science.

<http://www.eagleforum.org>

A PENNY SAVED AND A STITCH IN TIME

by Janet Metzger

*****Don't know what to make for dinner? Have each family member write his or her favorite meal on an index card and place it in a bowl on the kitchen counter. Let a different person draw a card from the bowl each night. Presto! Next night's family dinner.

*****Home business idea

This one literally fell in my husband's lap. He was approached by a teacher at his school to video tape her daughter's wedding. The only videographer her family could find in this area charges \$600. After videoing his first wedding, he's had several others. He charges \$150 for friends and \$200 for people he doesn't know. It usually only involves going to the rehearsal the night before the wedding, finding out what the family wants and doesn't want, filming at the wedding and reception, and making copies of the tapes. He usually dresses in black pants and a black shirt with a nice tie, so he blends into the background pretty much if he must be in front. If you make business cards you can leave them at local florists, bakeries, etc. Even responsible teenagers could do this.

*****This is a repeat from one of my first articles for *Family Times*, but some advice I need to remember fairly often. 1. Simplify whenever possible 2. Remember it's okay to say, "No" when you need to. 3. Prioritize.

*****Another quick and easy recipe for any Mexican lovers.

Mexican Pizzas

Place any size flour tortillas on pan sprayed w/ cooking spray.

Spread each w/ salsa. Top w/ crumbled cooked burger. Sprinkle desired amount of cheese on top.

Bake at 400 degrees till bubbly.

If your burger is already cooked ahead of time, this is really a snap. You can also season your burger w/ taco seasoning and taco sauce if you like, but the salsa gives it quite a bit of zip as is. My oldest son likes jalapeno peppers added.

Enjoy!!

Contact *Family Times* for information about HSLDA discounts!

by Natalie Bishop

[Editor's note: The following article relates to a specific community college. However, similar opportunities exist at community colleges in many areas, probably including somewhere near you.]

Yesterday I had the pleasure of spending an hour with Mary Bottorf of Harrisburg Community College (HACC) in Gettysburg PA. She enlightened me about a number of the opportunities available for home schoolers at HACC. They are exciting, especially for high school seniors and parents who would like to increase their own knowledge in a subject area.

There are two kinds of courses, credit and non-credit, offered through our local community colleges across the Commonwealth. HACC offers both. The non-credit classes, while designed primarily for adults, are open to mature teenagers who can participate effectively in an adult setting. The credit classes are currently available to advanced high school seniors who meet the application requirements. The credit course application is geared primarily toward public school students with requests for recommendations from public school staff, however, the admission personnel are willing to work with home schoolers to determine a student's readiness to take college-level classes.

Our local branch of HACC offers a wide variety of classes in the non-credit area. They are a wonderful starting place to explore or develop an interest, as well as provide a base for a high-school-level class. For example, many home-schooled students receive a credit for Home Economics. This summer, HACC is offering a Culinary Camp for Kids (ages 12-18) presented by Chef Michael DeVeny. One of the classes is called "International Flavors." Such a class could be the start of a terrific Geography or Social Studies project as your student learns about foods from other countries. The other classes offered by Chef DeVeny are a basic introduction to quick breads and yeast dough and an introduction class on all the basic cooking methods.

Other great sounding courses to enjoy over the summer while logging school days and meeting PA requirements include: Basic Boating Safety (ages 12+), Backpacking/Wilderness Travel, and Conflict & Culture in Colonial Southern Pennsylvania. There are many kinds of art classes, history classes, and computer or word processing classes. Many classes consist of only one 2 to 3 hour session; some are two or more sessions.

As many of our children move into the high school years it becomes more and more difficult to stay on top of their need and desire for higher level knowledge. There are three ways HACC classes may help your family in that area.

First, parents may take courses to either "brush up" on their skills or to cover material that was not learned during their own school careers. At the same time parents may be preparing for the time in our lives when our children will be gone and we are looking for new ways to be part of our communities.

Second, older high-school-aged students may benefit by taking courses for both high school and college credit. If a student is interested in this option, he/she should look for ways to establish evidence he/she is capable of handling more academic challenge. Because as home schoolers we do not have letters from guidance counselors or principals, we need to find other ways to document our students' academic abilities. Tenth and eleventh graders should try to take various College Board tests such as the PSAT, SAT, or ACT. Advanced Placement test scores would also document readiness for college level classes. If your student has not taken tests such as those, HACC offers college placement tests, which help determine your student's readiness for college classes. Generally HACC recommends students take courses which will transfer easily to other schools and will be applicable to any major field of interest. The staff at our local HACC branch would be glad to set up an appointment to discuss your college plans with you and your student(s).

Third, HACC has some wonderful programs to help people become employable without a college degree. Perhaps your student is not interested in committing to a two- or four-year college program. But they still need to gain job or employment skills. HACC offers two Career Programs, a Certificate program and a Diploma program, which involve concentrated study in specific skill areas. The Certificate program can easily be completed in less than 2 years of study and the Diploma program in a year or less. Each includes courses that will not only prepare the student for immediate employment, but will transfer to a higher degree program. This option would be especially good for young people who have not yet determined a specific career field, yet they want to become financially self-supporting.

Local community colleges are a wonderful, convenient option for home school students and families.

GREAT SUPPLEMENTAL BIBLE MATERIALS

By Sally Anne Perz

Our family has found some wonderful Bible study material on the Internet. Two of our favorite sites are: <http://akidsheart.com/bible/biblev.htm> & <http://calvarychapel.com/children/site/curriculum.htm>.

The first site, <http://akidsheart.com/bible/biblev.htm>, is a simple site with lots of cute activities for toddlers as well as for older children. We use the puzzles, coloring sheets, activities, and Bible verse memory cards for all of our children (aged 2-10). There are a variety of coloring sheets and worksheets available, as well as some really nice bookmarks to make; we use the print-out versions rather than interactive ones. We have made many of the bookmarks, printing them out in color on high quality paper, and laminating them. They are cute, sturdy, and very kid friendly. We have also given them as little treats in cards to adults and children alike.

We have utilized the memory verses for the past two years. They began posting one per week, but now have moved to quarterly verses. This is more convenient as they are on the site longer — twelve at a time with memory cards to print, and two “featured verses” without accompanying cards. We don’t usually go on schedule with the site; rather I cut and paste the memory verse cards into Microsoft Word so I can print out four on each sheet as well as save them. I then laminate them, cut them out, and hole punch one corner so we can bind them together. I keep up with all of the verses on the site and have quite a stack of them for our use. There are no archives on the site, so I don’t ever miss saving the new ones! The pictures are really nice and it makes memorizing fun for all of us. The site also has handwriting sheets that look like fun; however, we don’t use these as we had already begun the Getty/Dubay italic. They have three versions to choose from and like everything else on the site, it is free!

The other site we really like is <http://calvarychapel.com/children/site/curriculum.htm>. This site contains 325 Bible Stories — 163 from the Old Testament and 162 from the New Testament. They are in Adobe Acrobat format and are very user friendly. Each packet contains a cover sheet, a coloring sheet with a memory verse, question sheets, and activity sheets. I have been using this for quite some time with our children and we really like it. So far we have found the studies to be accurate and sound. However, as with anything, the lessons may contain false doctrine, so please review them first! We always read the Bible Material from which the story is taken using the New King James version so the kids can understand it well, and answer the questions easily. After reading the selected verses, the older children do the questions and puzzles on their own and I help the younger children. This has also worked well with our Bible Class at worship as we have a group ranging in age from 2 to 8 and the older children are occupied while I am working hands on with the toddlers and preschoolers.

While we like to use the Internet for supplemental study materials, we base the majority of our study in God’s Word. We are very fond of our *Precious Moments Illustrated Family-Time Bible*, which we use in our daily study. It is the New King James Version with accompanying devotional material and character studies, published by Nelson Regency. In past years we have also enjoyed reading the following Bible Storybooks: *The Read and Grow Picture Bible*, *Mrs. Lee’s Stories About God’s First People*, *Mrs. Lee’s Stories About Jesus*, *Egermeier’s Bible Storybook*, *The Beginner’s Bible*, *The Children’s Bible* (Golden), *Bible Stories* (DP). Having read these through a number of times, our all time favorite storybook Bible is *The Read and Grow Picture Bible*.

STANDARDIZED TEST SOURCES

The following list was compiled by Joan Elder and listed on the Home Schoolers’ e-mail list. Those who need or want to arrange standardized tests for your children may want to consult these sources.

Bayside School Services 1-800-723-3057
Bob Jones University Press 1-800-845-5731
Christian Liberty Academy 1-847-259-8736
Christian Light Education 1-540-434-0750
Family Learning Organization 1-800-405-8378
Hewett Educational Resources 1-360-835-8708
Laurel Springs School 1-805-646-2473
Seton School 1-540-636-9990
Sycamore Tree 1-714-650-4466
Thurbers 1-919-967-5282

Written by Israel Wayne

Reviewed by Wayne Walker <wswalker310@juno.com>

I like to keep in my library books that I can recommend and even lend to people who are interested in learning more about home schooling. This is especially true for those who are considering the possibility of home schooling. However, I usually do not like to recommend anything that I have not read myself, so I try to read as many home schooling books as I can, time permitting.

In 2001, at the Christian Home Educators of Ohio convention in Columbus, we heard Israel Wayne speak. Israel is a home-schooled student who has now graduated and is working in his family's business, Wisdom's Gate (P. O. Box 374, Covert, MI 49043; website: <http://www.wisgate.com>; e-mail: wisgate@characterlink.com; phone: 800-343-1943), which publishes "The Homeschool Digest." He is an electrifying speaker who authored the 2000 book "Homeschooling from a Biblical Worldview." Samuel Blumenfeld wrote, "This is a book that will challenge many Christian homeschoolers and make them think. I want to commend you for writing such a superb dissertation."

The book contains an introduction and ten chapters. Let me quote a few paragraphs from the introduction. "This book is a unique reflection on an educational philosophy that has under girded my upbringing. Home education is as natural to me as eating and breathing. The decision to homeschool was made before I was even 'school age,' so I have been immersed in the home learning environment from the beginning. Our family officially began our homeschooling journey in 1978, when my older sister started kindergarten.

"The whole experience has been antithetical to the flow of secular, governmentalized, institutional learning. We had an entirely different agenda. The goal was always to help us, as children, to know God....

"In this book, I want to point out some stepping stones for the travelers following behind. There are pitfalls in the journey, and much can be gained by learning from the experiences of others. For what it's worth, the concepts in this book are things we learned, as a family. I hope they will strengthen your family. This book will always be incomplete, but I pray it will be a good starting point, to set you on a journey of thinking Biblically in all areas of life....

"[H]ome education is a means to an end, and not an end in and of itself. It's a part of a whole, not the whole itself. We have seen many successes through homeschooling. We've also seen many failures. We do not wear rose-colored glasses. Homeschooling is not the answer to life's problems — Jesus is. Only under the authority and Lordship of Christ will the homeschool journey be successful" (pp. 4-5). These thoughts set the tone for the whole book.

Chapter One is entitled, "Keeping An Eternal Perspective." Drawing upon his own family's experience, Israel writes, "By keeping in mind that we are homeschooling out of obedience, not preference, our family has avoided becoming discouraged when things become difficult. If my mother were to look at the temporal for motivation, there would have been days when she would have despaired and said, 'This isn't working! My children are never going to be obedient, mature, responsible adults.'

"We'd have soon found ourselves behind a desk at the local elementary school! However, we are committed to the process of discipleship and we look for what God is presently doing in our lives — not just the end result. We realize that hard times will come. There may be days of conflict where we struggle to keep a loving attitude, but we know that God wants to perfect us" (pp. 9-10).

He also quotes from S. Phillips in "The Christian Home — As It Is In The Sphere Of Nature And The Church" (1861), reprinted in Rosalie J. Slayter's *Teaching And Learning America's Christian History* (1992; San Francisco, CA: Foundation for American Christian Education): "Home education in all its parts is most sadly neglected and abused at the present day. Many parents think that the office of teacher is not included in the parental mission and character. The neglect of home-training seems to arise out of an existing prejudice against it..." (p. 11).

Chapter Two, "A Biblical Education," discusses the three main world-views that have affected American education (Christian, Modernist, and Post-Modernist). Chapter Three, "The Importance Of Reason," gives twelve guidelines in teaching children how to think rationally. These principles are applied in Chapter Four to "Teaching The Core Subjects" (history, science, mathematics, language arts, philosophy, and literature), in Chapter Five to "Social Studies," and in Chapter Six to "Multiculturalism." Chapter Seven deals with "Parents' Rights" and Chapter Eight with "Socialization or Socialism?" The discussion on socialization alone is worth the price of the book. Consider the following comments.

““You need to break delinquents from the group where anti-social behavior is reinforced,” explains psychologist Michael Nelson of Xavier University in Cincinnati [quoted in ‘Our Violent Kids,’ *Time Magazine*, June 12, 1989].

“It seems professional psychologists are confused on this issue. On the one hand, they say you have to break children from the peer group, but on the other hand, if you do, your children will be social misfits who won’t know how to relate to society.

“What should we do? Should we lock our children in the closet and forbid them to see people outside our family? Don’t children need some form of social interaction?

“I am convinced that homeschooling families can find a social balance. We need the tools to make the right decisions. I would like to encourage you to examine the following criteria and seek God’s will concerning the socialization of your children. I believe it is safe to say that, in our American culture, children face a much greater risk of being over-socialized than being socially underdeveloped” (pp. 130-131).

He then gives illustrations of negative socialization, citing one example from his own experience. “I’ll give you a real life scenario. When I was a young teen, I went with a group of young people from our church to see an ‘approved’ movie. We had no parental supervision, so when we arrived at the theater, several teens decided to see another movie which was definitely not approved. Those of us who stayed in ‘family-friendly’ movie kept worrying the whole time about what would happen if the adults found out about the others — we would all be in trouble. We passively stared at the movie screen, and the mood was tense as we drove home that evening. The parents never found out, and the next Sunday, after church, I heard the mother of one of the deceptive teens bragging to another woman, ‘We can trust our daughter to be out on dates. Parents who don’t trust their teenagers are just too legalistic!’ I couldn’t keep from thinking, ‘Lady, if you only knew...’” (p. 132).

He continued, “I could go on and on with negative activities, but I think you get the point. The main agenda here is not to develop a legalistic list of do’s and don’ts, but rather to challenge families to pursue God’s best in the area of socialization. The criteria mentioned above will bring about wonderful results, but only by willing submission to the control of the Holy Spirit. Apart from Him, implementing this type of radical social reform would be a disaster. The children will hate it and the parents will be frustrated. Only after serious prayer and unhesitating surrender to God’s will can a family successfully employ the suggestions outlined in this chapter” (p. 134).

Before moving on, I have to share his response to the “Myth: If I shelter my children from negative influences, they won’t know how to handle trouble when it comes.

“By using the term sheltering, I’m not referring to sheltering a child from the consequences of a wrong decision. I’m referring to situations, within the control of parents, where the child can be spared from unnecessary harm. It goes against everything God has instituted to refuse to provide a safe haven for the children.

“When my little sister was small, she was terribly afraid of dogs. It seemed every time we would go to someone’s house, a dog would come running around the corner, and my sister would immediately want to be held. The world’s philosophy would say, ‘Sorry, but I’m not always going to be here to shelter you when you face difficult situations. You’re going to have to face the real world someday.’ However, once my sister found herself securely lifted into protective arms, she was able to see this potential threat from a higher vantage point and effectively develop a different perspective that would serve her well during future encounters.

“If your child walks out in the street in front of a truck, you aren’t going to say, ‘I’d help you out, but I don’t want the neighbors to think I’m overprotective!’ The obvious instinct is to snatch the child from imminent danger. When peer groups, pop culture, and modern philosophy pull at your children, threatening to destroy their God-given potential, Christian parents need to rise up in the name of Jesus and declare, ‘You can’t have my child! God has entrusted this life into my hands, and I will do whatever I can to bring my child into the Kingdom of God.’

“By daring to shelter your children from negative influences, you will help to cultivate a Godly character in his life. He will have a solid foundation on which to build his life and, someday, when you aren’t around and your children face a difficult situation, they won’t depart from the training they have received.

“My Prayer is not that You take them out of the world, but that You protect them from the evil one’ (John 17:15)” (pp. 135-136).

In Chapter Nine, “Developing A Family Ministry,” he makes the following point: “If the homeschooling movement produces only in-turned, selfish individuals who care exclusively for themselves and their comfort, we will have failed miserably. There is a world in need, and we are the hands and feet, the Body of Christ, who must bring the good news to those who have ears to hear” (p. 142).

Finally, Chapter Ten consists of “Common Excuses To Keep From Homeschooling.” I especially like his answer to “Excuse #8: I want my children to be ‘salt and light’ in the public school.

“Let me ask you a question. Do you have religious cults in your neighborhood? If so, do you send your children to their services every Sunday morning? Shouldn’t they be there being ‘salt and light’ to cult members? I wouldn’t advocate that you as parents go, just your children.

“Let me ask you another question. Do you have bars and nightclubs nearby? Surely your children should also go to these places to be ‘salt and light.’ Perhaps you should have them join a street gang so they can witness to their peers. We can’t shelter our children from everything, can we?

“You may find my exaggeration abrasive, but I hope you can see the logical fallacy with this argument. Let’s face it: it isn’t concern for our children, or a burden for the lost that causes us to use this excuse. If we cared so much for the souls of these lost children in the government schools, we would be there ourselves. We wouldn’t sacrifice our children on a humanistic altar under the supposed desire to ‘reach the lost.’ We would lay down our own lives for those lost kids, and we would still choose to protect our own children” (p. 152).

There may be a few statements in this book of a “doctrinal” nature that one might disagree with, depending upon his theological views, but all the good advice and suggestions that it contains far outweigh any such minor disagreements. This book is well worth the price of \$12.00 to remind those of us who are already homeschooling of our glorious purpose in so doing and to encourage anyone who is considering it of the spiritual benefits of such an endeavor. I highly recommend this book.

Seven Keys for Raising Godly Children (a series by David Pratte)

KEY #6 – MOTIVATION (CONTINUED)

E. CONSIDER THE REASONS WHY YOUR CHILD ACTS AS HE DOES.

How you respond to a child should be determined by why he is acting as he does.

Maybe he is too young to understand or be able to do what you asked — if so, he surely should not be punished. Maybe you did not explain clearly enough what you wanted. Maybe he just honestly forgot due to time lapse, tiredness, excitement of circumstances, etc. Maybe he has an unfilled emotional need, and acts as he does out of fear or insecurity or a desire for love and attention. These situations should be handled differently from outright rebellion.

But when the child knows what you want (or should know), but he is rebellious, self-willed, stubborn, and just does not want to do what you want, this is an entirely different matter than the cases previously listed. This child unquestionably needs punishment to motivate him to obey.

How can we determine the child’s motives?

This is not always easy. It requires thought, experience, and knowledge of the child. It is helpful for the parents to discuss these matters together. Here are some thoughts to help.

Put yourself in the child’s place. When you were his age, how would you have acted and felt in his place? How should you have been handled to produce desired conduct? “Do unto others...” (Matt. 7:12).

Consider how the child would act if he WANTED to do a thing. Would he be capable of understanding, remembering, and accomplishing the thing you asked of him if it were something he wanted to do? If the answer is “yes,” then your job is to give him sufficient reason to want to do it!

Suppose you tell little Johnny to do something, but he fusses and squirms and cries and makes everybody miserable. Should you say Johnny is too tired or maybe he’s sick? Suppose five minutes later little Johnny is doing something he likes so now he is all smiles and happiness. That proves little Johnny can be pleasant if he **wants** to — it’s your job to see to it that he wants to!

F. GENERALLY CHILDREN SHOULD BE DISCIPLINED IN PRIVATE.

Sometimes children misbehave in public places, other people’s homes, or in the presence of company. If you discipline him around other people, he is embarrassed, you are embarrassed, and the other people are embarrassed too. And in today’s society so-called child advocates may harass you. But if you

don't discipline the child because you are too embarrassed, he soon learns he can get away with misbehaving in such circumstances — and he makes life miserable.

A good solution is to call the child to you and inform him as privately as possible what you want (whisper, etc.). If firmer measures are needed, find or ask for a private room. (This could be a rest room, a bedroom, a car, etc.). Take the child there and proceed to discipline as you would at home.

This is especially important during worship services. Suppose a child is being noisy or otherwise disruptive to people around you. What do you do? Some people think it's too embarrassing or it will disturb other if they get up and take the child out. But by not disciplining the child, they make matters worse because the child continues to disrupt other people.

When your child is distracting other people in worship assemblies, take him out and solve his problem. Then bring him back when he is under control so he will not distract others.

G. ADMINISTER PUNISHMENTS AND REWARDS PROMPTLY.

When punishment is delayed, the child is less likely to understand the connection between what he did and the punishment received. He may fail to see the justice or learn the lesson. This is especially true of small children.

If rewards are promised for months in the future, there is little motivation to the child. The present sacrifices don't seem worth it to receive so remote a result.

H. RELATE PUNISHMENTS AND REWARDS CLOSELY TO THE CHILD'S ACT.

Try to think of rewards or punishments that are easily associated and closely related to what the child did. This helps him understand and be reminded of the deed and its consequences.

For example, if he misbehaves in how he uses a toy, put the toy away where he can't use it for a while. If a teenager gets in trouble with his friends, then he can't associate with those friends for a while, etc.

I. NEVER OFFER A CHILD A REWARD TO STOP MISBEHAVING.

If he is already doing wrong, and you offer a reward to quit, then you have really rewarded and reinforced his misbehavior. Next time he wants that reward, he will misbehave hoping to receive the reward again.

Suppose you call Billy to come and he says, "No, I won't!" So you offer him candy if he'll come. What happens next time you call him? He'll remember that, if he says "No," he may get some candy!

The time to offer a reward is before the child has done anything wrong, while you are asking him to do something good. Or just give him the reward after he did the good deed, but don't wait till he's already doing something wrong and then offer him a reward to quit.

J. TALK TO THE CHILD BEFORE AND AFTER YOU PUNISH HIM.

Discuss the incident. Explain why it was wrong and what the child should have done. After the punishment, make sure the child is sorry and make him say he's sorry. Then be sure to tell the child you love him and you expect him to do better next time, etc. There are many advantages to this.

(1) It helps you keep calm.

(2) It makes sure the child understands why he is being punished and what you expect in the future.

(3) It helps him remember the lesson. You certainly have his attention, so it is an excellent time to instruct him.

(4) It enables you to assure him of your love and concern for what's best for him. You can make sure he understands that you care about him, but you must not allow that kind of conduct.

(5) Often your talk will cause the child to feel bad just by the fact he knows he has disappointed you.

Conclusion

Romans 11:22 — Therefore consider the goodness and severity of God: on those who fell, severity; but toward you, goodness, if you continue in His goodness.

God is a God of both rewards and punishments. He is our example of a good father. We need to consider the principles He uses to motivate obedience and apply them in the home in accordance with the Scriptures.

EDITORIAL NOTES

Once again we express our appreciation to all who submitted material for this issue. Our thanks to our regular writers: Janet Metzger, Sally Anne Perz, and Wayne Walker. And special thanks to Joan Elder and Natalie Bishop for their articles. Any of our other readers are also welcome to send us articles.